

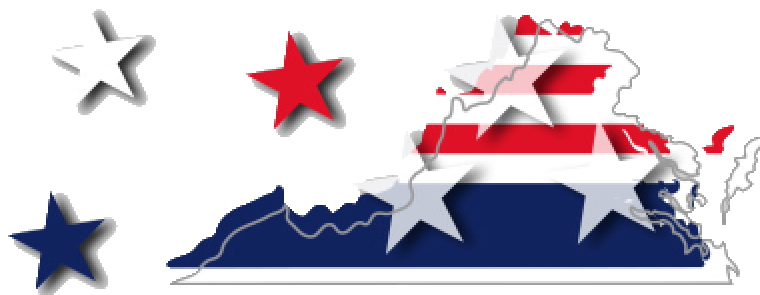
Draft

Self-Assessment  
and  
Technical Assistance Document

**School Year 2004-2005**

*Title III, Part A*  
*Language Instruction for Limited*  
*English Proficient and Immigrant*  
*Students*

***No Child Left Behind Act of 2001***



Virginia Department of Education  
Division of Instruction  
Office of Program Administration and Accountability  
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## **SECTION A OVERVIEW**

The Virginia Department of Education is required, as stipulated in the Education Department General Administrative Regulations (EDGAR), to: 1) monitor program compliance for federal requirements; and 2) ensure the correction of deficiencies in program implementation and operations. The primary goal of the federal monitoring process is to ensure an increase in the academic performance of all children and to effect greater accountability for public education.

The *No Child Left Behind Act of 2001* (NCLB) requires the state educational agency to ensure that programs and activities are implemented as stipulated in the law. The Virginia Department of Education is responsible for adopting and using proper methods of administering each program included in the *No Child Left Behind Act*, including:

- the enforcement of any obligations imposed by the law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
- the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation. [9304(a)(B)(3)(A)(B)]

In order to meet the requirements of NCLB, the Virginia Department of Education will provide a self-assessment and technical assistance document for Title III, Part A. School divisions may choose to use this document in one of two ways: (1) as a self-assessment tool to ensure that they are in compliance with the federal requirements stipulated in Title III, Part A; and/or (2) as a technical assistance resource for school divisions and schools.

The criteria used for the self-assessment of Title III, Part A, address selected federal statutory requirements pursuant to the *No Child Left Behind Act of 2001* and Education Department General Administrative Regulations (EDGAR) 34 CFR 80.40. In addition to federal requirements, the self-assessment will include applicable policies established by the Virginia Board of Education for limited English proficient (LEP) students.

## **SECTION B INSTRUCTIONS**

Selected divisions that receive Title III, Part A, funds may choose to complete the self-assessment document during the 2004-2005 school year if they desire. School divisions that complete the self-assessment may submit the document to the Virginia Department of Education, Office of Program Administration and Accountability for review by an ESL specialist. The ESL specialist will contact the school division to discuss areas of non-compliance if necessary.

The Self-Assessment and Technical Assistance instrument is organized around six major areas that define how school divisions must meet the requirements in Title III, Part A. These areas are: 1) curriculum and instruction; 2) student assessment and program evaluation; 3) teacher qualifications and professional development; 4) parent and community involvement; 5) fiscal requirements; and 6) record keeping. These areas are described in more detail in Section C of this document.

Section D of this document contains a list of the required documentation that provides evidence at the school division level of implementation of the requirement.

Section E contains the Self-Assessment and Technical Assistance instrument that can be used by school divisions to organize and review their materials as described in step 1 above if they choose. The Self-Assessment and Technical Assistance instrument has been divided into the six areas listed above. Within each area, the chart contains four columns: 1) requirement; 2) sufficient documentation; 3) documentation and 4) recommended action. School divisions should read the requirement in the first column of the chart, and mark the corresponding box (yes, no, or n/a) in the second column of the chart. The third column lists the recommended documentation to provide evidence of implementation of the requirement. The final column can be completed by the school division to document the actions that will be taken to fulfill the requirements or improve areas of concern.

**SECTION C**  
**AREAS OF REVIEW FOR TITLE III, PART A**

**1. Curriculum and Instruction**

- a. Does the LEA ensure that a plan for use of Title III funds has been submitted?
- b. Does the LEA ensure that a process for collaboration with stakeholders occurred in the development of the plan for use of Title III funds?
- c. Does the LEA ensure that a comprehensive language instruction program designed to improve the education of limited English proficient (LEP) students by assisting them in learning English and meeting state content standards is in place?
- d. Does the LEA ensure that the language instruction program is based on scientifically based research for teaching LEP students?
- e. Does the LEA ensure that the language instruction program focuses on development of English language proficiency and academic content?
- f. Does the LEA ensure that the language education program includes a description of how the elementary and secondary schools within its jurisdiction will be held accountable for meeting the annual measurable achievement objectives?

**2. Student Assessments and Program Evaluation**

- a. Does the LEA ensure that all students complete a home/primary language survey upon entering the school division?
- b. Does the LEA ensure that all student identified with a home/primary language other than English have been assessed for English language proficiency and placed in a language instruction program designed to improve their English language proficiency and academic content skills, if appropriate?
- c. Does the LEA ensure that all LEP are annually assessed with a state-approved English language proficiency assessment?
- d. Does the LEA ensure that a process is in place to include all LEP students in the Standards of Learning assessments in reading/language arts and mathematics as stipulated in the Virginia Consolidated State Application Accountability Workbook?
- e. Does the LEA ensure that LEP students are not receiving waivers from the Standards of Learning assessments in reading/language arts and mathematics?
- f. Does the LEA ensure that a process is in place for tracking the progress of LEP students in the school division in regard to: 1) the number of students making progress toward attaining English proficiency; 2) the number of students who have attained full English proficiency; 3) the number of LEP students who have been reclassified as non-LEP; and 4) the performance of LEP students on the Standards of Learning assessments in reading/language arts and mathematics?

**3. Teacher Qualifications and Professional Development**

- a. Does the LEA ensure that all teachers teaching in any language instruction program for LEP students are fluent in English and any other language used for instruction including having written and oral communication skills?
- b. Does the LEA ensure that teachers of LEP students that are the sole teachers of core academic subjects meet Virginia's definition of a highly qualified teacher?
- c. Does the LEA ensure that funds are used to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction programs), principals, administrators, and other school or community-based organizations?

- d. Does the LEA ensure that the professional development is: 1) designed to improve the instruction and assessment of LEP students; 2) designed to enhance the ability of teachers to meet the needs of LEP students; 3) based on scientifically-based research; and 4) of sufficient intensity and duration that it has a positive and lasting impact on the teacher's performance?

#### **4. Parent and Community Involvement**

- a. Does the LEA ensure that an effective means of outreach to parents of LEP students has been accomplished?
- b. Does the LEA ensure that parents are notified annually not later than 30 days after the beginning of the school year or within two weeks after the student enrolls regarding: 1) the reasons for the identification as LEP; 2) the student's level of English language proficiency; 3) the method of instruction that will be used; 4) the exit requirements of the program; 5) how the program meets the needs of an LEP student with a disability; and 6) the right of parents to refuse services?
- c. Does the LEA ensure that for any year that the school division fails to meet the annual measurable achievement objectives, parents will be informed not later than 30 days after such failure occurs?
- d. Does the LEA ensure that parental information is provided in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand?

#### **5. Fiscal Requirements**

- a. Does the LEA comply with the supplement, not supplant provisions of Title III, Part A?
- b. Does the LEA ensure that not more than 2 percent of the LEP subgrant funds were used for administrative costs?
- c. If the LEA has been awarded an LEP subgrant of less than \$10,000, does the LEA ensure that it has entered into a consortium with one or more other school divisions to be eligible to receive Title III, Part A funds?
- d. Does the LEA ensure that it complies with the private school provisions of Title IX?
- e. Does the LEA's budget process demonstrate appropriate Title III program planning and implementation consistent with identified student needs at each school?

#### **6. Recordkeeping**

- a. Has the LEA submitted all required reports to the Virginia Department of Education?
- b. Does the LEA maintain appropriate Title III records in a central location?

**SECTION D**  
**LIST OF REQUIRED DOCUMENTATION FOR TITLE III, PART A**

**Area 1 – Curriculum and Instruction**

- a. Title III application
- b. Division-wide plan for a language instruction program
- c. Master class schedules
- d. Individual student schedules
- e. List of schools that serve limited English proficient (LEP) students
- f. School reports that show progress toward meeting the LEP annual measurable achievement objectives (AMAOs) for progress and proficiency

**Area 2 – Student Assessment and Program Evaluation**

- a. Title III application
- b. Home/Primary Language Survey
- c. English Language Proficiency Placement Assessment
- d. Process to ensure that all LEP students are placed in an appropriate language instruction programs
- e. Process to ensure that all LEP students are assessed with a state-approved English language proficiency (ELP) assessment
- f. Process to ensure that all LEP students are assessed with the Standards of Learning (SOL) assessments in reading/language arts and mathematics
- g. Lists of LEP students and a record of their progress toward the AMAOs for progress and proficiency
- h. Lists of LEP students and a record of their performance on the SOLs in reading/language arts and mathematics

**Area 3 – Teacher Qualifications and Professional Development**

- a. Assurance in Title III application
- b. Copy of teachers' licenses or approved waivers
- c. Professional development plans

**Area 4 – Parent and Community Involvement**

- a. Parent outreach policy
- b. Division calendar
- c. Announcements of parent activities
- d. Evidence of parental notification regarding program placement
- e. Evidence of parental notification if LEA did not meet AMAOs
- f. Evidence of parental information provided in a language parents can understand

**Area 5 – Fiscal Requirements**

- a. Title III application
- b. Accounting records
- c. Consortium agreement
- d. Evidence of meaningful consultation with private schools
- e. Budget narrative
- f. Amendments

**Area 6 – Record Keeping**

- a. Title III application
- b. Reimbursement requests
- c. Amendments
- d. School finance records
- e. Central administration records



**VIRGINIA DEPARTMENT OF EDUCATION**  
**2004-2005 SELF-ASSESSMENT AND TECHNICAL ASSISTANCE DOCUMENT**  
**Title III, Part A**

**Section E: Area #1**  
**Curriculum and Instruction**

<b>Requirement</b>	<b>Is the re sufficient documentation that this requirement is being met?</b>	<b>Documentation</b>	<b>Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)</b>
(a) The LEA ensures that a plan for use of Title III funds has been submitted. [Sec. 3116 (a)]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>Title III Application</li> </ul>	
(b) The LEA ensures that a comprehensive language instruction program designed to improve the education of limited English proficient (LEP) students by assisting them in learning English and meeting state content standards is in place. [Sec. 3116]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>Title III Application</li> <li>Division-wide plan for a language instruction program</li> </ul>	
(c) The LEA ensures that the language instruction program is based on scientifically based research for teaching LEP students. [Sec. 3115 (a)]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>Title III Application</li> <li>Evidence that scientifically-based research for LEP students was used to develop program</li> </ul>	
(d) The LEA ensures that the language instruction program focuses on development of English language proficiency and academic content. [Sec. 3116 (b)(2)]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>Title III Application</li> <li>Evidence of a language instruction program designed to develop the English language and academic content</li> <li>Master class schedules</li> <li>Individual student schedules</li> </ul>	

**VIRGINIA DEPARTMENT OF EDUCATION**  
**2004-2005 SELF-ASSESSMENT AND TECHNICAL ASSISTANCE DOCUMENT**  
**Title III, Part A**

**Section E: Area #2**  
**Student Assessment and Program Evaluation**

<b>Requirement</b>	<b>Is there sufficient documentation that this requirement is being met?</b>	<b>Documentation</b>	<b>Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)</b>
(a) The LEA ensures that all students complete a home/primary language survey upon entering the school division. [Sec. 3127]	? Yes      ? No      ? N/A	<ul style="list-style-type: none"> <li>• Home/primary language survey on file in students' cumulative folders</li> <li>• Evidence of completion of home/primary language survey upon enrollment in the school division</li> </ul>	
(b) The LEA ensures that all students identified with a home/primary language other than English are assessed for English language proficiency and placed in a language instruction program designed to improve their English language proficiency and academic content skills, if appropriate. [Sec. 3115(a)]	? Yes      ? No      ? N/A	<ul style="list-style-type: none"> <li>• Evidence of a process in which students are assessed for English language proficiency based on their response to the home/primary language survey</li> <li>• Evidence of placement into an appropriate program of language instruction based on results of English language proficiency placement assessment</li> </ul>	
(c) The LEA ensures that all LEP students are annually assessed with a state-approved English language proficiency assessment. [Sec. 3121(d)]	? Yes      ? No      ? N/A	<ul style="list-style-type: none"> <li>• Evidence that all LEP students are assessed annually with the a state-approved English language proficiency (ELP) assessment</li> <li>• Signed assurance in Title III application</li> <li>• LEP student results on ELP assessment</li> </ul>	

**VIRGINIA DEPARTMENT OF EDUCATION**  
**2004-2005 SELF-ASSESSMENT AND TECHNICAL ASSISTANCE DOCUMENT**  
**Title III, Part A**

**Student Assessment and Program Evaluation (Continued)**

<b>Requirement</b>	<b>Is there sufficient documentation that this requirement is being met?</b>	<b>Documentation</b>	<b>Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)</b>
(d) The LEA ensures that a process is in place to include all LEP students in the Standards of Learning assessments in reading/language arts and mathematics as stipulated in the Virginia Consolidated State Application Accountability Workbook. [Sec. 3121 (d)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>• Evidence of a process to ensure that all LEP students take the SOL assessments in reading/language arts and mathematics</li> <li>• Evidence of a process to ensure that LEP students in English Language Proficiency Levels 1 and 2 or in their first year of enrollment in the U.S. may use the ELP assessment for the reading/language arts SOL assessment</li> <li>• Evidence of a process to ensure that LEP students in English Language Proficiency Levels 1 and 2 or in their first year of enrollment in the U.S. may take the mathematics SOL with accommodations</li> <li>• Evidence of a process to ensure that all LEP students are permitted the allowable accommodations on the SOL assessments</li> </ul>	

**VIRGINIA DEPARTMENT OF EDUCATION**  
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**Title III, Part A**

**Student Assessment and Program Evaluation (Continued)**

<b>Requirement</b>	<b>Is there sufficient documentation that this requirement is being met?</b>	<b>Documentation</b>	<b>Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)</b>
(e) The LEA ensures that LEP students are not receiving waivers from the Standards of Learning assessments for reading/language arts and mathematics. [Sec. 3121 (c) (1)(D)]	? Yes      ? No      ? N/A	<ul style="list-style-type: none"> <li>Evidence of a process to ensure that LEP students are not being exempted from the SOL assessments in reading/language arts and mathematics</li> </ul>	(f) The LEA ensures that LEP students are not receiving waivers from the Standards of Learning assessments for reading/language arts and mathematics. [Sec. 3121 (c) (1)(D)]
(g) The LEA ensures that a process is in place for tracking the progress of LEP students in the school division in regard to: 1) the number of students making progress toward attaining English language proficiency; 2) the number of students who have attained full English proficiency and are placed on monitor year 1 or monitor year 2 status; 3) the number of students who have been reclassified as non-LEP; and 4) the performance of the students on the Standards of Learning assessments in reading/language arts and mathematics. [Sec. 3121(c)]	? Yes      ? No      ? N/A	<ul style="list-style-type: none"> <li>Lists of LEP students and a record of their annual progress in moving from one proficiency level to the next</li> <li>Lists of LEP students and a record of their annual progress in attaining English proficiency</li> <li>Lists of LEP students and a record of their placement into monitor year 1 and monitor year 2 status</li> <li>Lists of LEP students and their performance on SOL assessments in reading/language art and mathematics</li> </ul>	

**VIRGINIA DEPARTMENT OF EDUCATION  
2004-2005 FEDERAL PROGRAM MONITORING DOCUMENT  
Title III, Part A**

**Section E: Area #3  
Teacher Qualifications and Professional Development**

<b>Requirement</b>	<b>Is there sufficient documentation that this requirement is being met?</b>	<b>Documentation</b>	<b>Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)</b>
(a) The LEA ensures that all teachers teaching in any language instruction program for LEP students are fluent in English and any other language used for instruction including having written and oral communication skills. [Sec. 3116 (c)]	? Yes    ? No    ? N/A	<ul style="list-style-type: none"> <li>• Certification in Title III application</li> <li>• Copy of teachers' licenses or approved waivers issued by the Department of Education</li> </ul>	
(b) The LEA ensures that teachers of LEP students that are the sole teachers of core academic subjects meet Virginia's definition of a highly qualified teacher. [Sec. 1119 (a)(B)(h)(1)]	? Yes    ? No    ? N/A	<ul style="list-style-type: none"> <li>• Copy of teachers' licenses or approved waivers issued by the Department of Education</li> <li>• Verification of teachers' enrollment in programs leading to Virginia's highly qualified status</li> </ul>	
(c) The LEA ensures that funds are used to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction programs), principals, administrators, and other school or community-based organizations. [Sec. 3115 (c)(2)]	? Yes    ? No    ? N/A	<ul style="list-style-type: none"> <li>• Title III application</li> <li>• Evidence of a professional development plan that includes classroom teachers, principals, administrators, and other school or community-based organizations in addition to including teachers of LEP students</li> </ul>	

**VIRGINIA DEPARTMENT OF EDUCATION**  
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**Title III, Part A**

**Teacher Qualifications and Professional Development (Continued)**

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
(d) The LEA ensures that the professional development is: 1) designed to improve the instruction and assessment of LEP students; 2) designed to enhance the ability of teachers to meet the needs of LEP students; 3) based on scientifically-based research; and 4) of sufficient intensity and duration that it has a positive and lasting impact on the teacher's performance. [Sec. 3115 (c) (2)]	? Yes    ? No    ? N/A	<ul style="list-style-type: none"> <li>• Title III application</li> <li>• Evidence of a professional development plan that improves instruction and assessment of LEP students</li> <li>• Evidence that the professional development plan is based on scientifically-based research</li> <li>• Evidence of a professional development plan that is of sufficient intensity and duration</li> </ul>	

**VIRGINIA DEPARTMENT OF EDUCATION**  
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**Title III, Part A**

**Section E: Area #4**  
**Parent and Community Involvement**

<b>Requirement</b>	<b>Is there sufficient documentation that this requirement is being met?</b>	<b>Documentation</b>	<b>Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)</b>
(a) The LEA ensures that an effective means of parent outreach to LEP parents has been accomplished. [Sec. 3302 (c)]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>• Copy of Leas parent outreach policy</li> <li>• Copy of division calendar</li> <li>• Announcements of parent activities</li> <li>• Personal interviews</li> </ul>	
(b) The LEA ensures that parents are notified annually not later than 30 days after the beginning of the school year or within two weeks after the student enrolls regarding: 1) the reasons for the identification of the student as LEP; 2) the student's level of English proficiency; 3) the method of instruction that will used to increase the English language proficiency of the student; 4) the exit requirements of the program; 5) how the program meets the needs of an LEP students with a disability; and 6) the parents right to refuse services. [Sec. 3302 (a)]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>• Evidence of parental notification in writing or through an individual or group meeting</li> <li>• Evidence of notification occurring 30 days after the beginning of school or two weeks after the student enrolls</li> </ul>	
(c) The LEA ensures that for any year that the school division fails to meet the annual measurable achievement objectives for progress and proficiency, parents will be informed not later than 30 days after such failure occurs. [Sec. 3302 (b)]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>• Evidence of parental notification in writing or through an individual or group meeting</li> </ul>	

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**Title III, Part A**

**Parent and Community Involvement (Continued)**

<b>Requirement</b>	<b>Is there sufficient documentation that this requirement is being met?</b>	<b>Documentation</b>	<b>Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)</b>
(d) The LEA ensures that parental information is being provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand. [Sec. 3302 (c)]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>• Evidence of parental information in language other than English if practicable</li> <li>• Evidence of parental information in a language that the parent can understand</li> <li>• Interviews</li> </ul>	



**VIRGINIA DEPARTMENT OF EDUCATION  
2004-2005 FEDERAL PROGRAM MONITORING DOCUMENT  
Title III, Part A**

**Section E: Area #5  
Fiscal Requirements**

<b>Requirement</b>	<b>Is there sufficient documentation that this requirement is being met?</b>	<b>Documentation</b>	<b>Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)</b>
(a) The LEA complies with the supplement, not supplant provisions of Title III, Part A. [Sec. 3115 (g)]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>Title III application</li> <li>Accounting records</li> </ul>	
(b) The LEA ensures that not more than 2 percent of the LEP subgrant funds are used for administrative costs. [Sec. 3115 (b)]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>Title III application</li> <li>Interviews</li> </ul>	
(c) The LEA ensures that it has entered into a consortium with one or more other school divisions if the LEP subgrant allocation for the school division is less than \$10,000. [Sec. 3114(b)]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>Title III application</li> <li>Consortium agreement</li> </ul>	
(d) The LEA ensures that it complies with the private school provisions of Title IX. [Title IX, Sec. 9501-9504]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>Evidence of meaningful consultation with private schools.</li> </ul>	

**VIRGINIA DEPARTMENT OF EDUCATION**  
**2004-2005 SELF-ASSESSMENT AND TECHNICAL ASSISTANCE DOCUMENT**  
**Title III, Part A**

**Fiscal Requirements (Continued)**

<b>Requirement</b>	<b>Is there sufficient documentation that this requirement is being met?</b>	<b>Documentation</b>	<b>Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)</b>
(e) The LEA's budget process demonstrates appropriate Title III program planning and implementation consistent with identified student needs at each school.	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>Title III application</li> <li>Budget narrative</li> <li>Amendments</li> </ul> <p>Note: The procedure listed below will be used by the Virginia Department of Education in determining compliance under this criterion.</p> <p>1) Does the current year's budget total agree with the division's entitlement?</p> <p>2) If the division is in a consortium, have all the LEAs budgets been combined into one by the lead school division?</p>	
(f) The LEA ensures that it has entered into a consortium with one or more other school divisions if the LEP subgrant allocation for the school division is less than \$10,000. [Sec. 3114(b)]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>Title III application</li> <li>Consortium agreement</li> </ul>	
(g) The LEA ensures that it complies with the private school provisions of Title IX. [Title IX, Sec. 9501-9504]	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>Evidence of meaningful consultation with private schools.</li> </ul>	

<p style="text-align: center;"><b>VIRGINIA DEPARTMENT OF EDUCATION</b>  <b>2004-2005 SELF-ASSESSMENT AND TECHNICAL ASSISTANCE DOCUMENT</b>  <b>Title III, Part A</b></p>
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**Fiscal Requirements (Continued)**

Requirement	Is there sufficient documentation that this requirement is being met?	Documentation	Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)
(h) The LEA's budget process demonstrates appropriate Title III program planning and implementation consistent with identified student needs at each school.	? Yes    ? No    ? N/A	<ul style="list-style-type: none"> <li>Title III application</li> <li>Budget narrative</li> <li>Amendments</li> </ul> <p>Note: The procedure listed below will be used by the Virginia Department of Education in determining compliance under this criterion.</p> <p>1) Does the current year's budget total agree with the division's entitlement?</p> <p>2) If the division is in a consortium, have all the LEAs budgets been combined into one by the lead school division?</p>	

**VIRGINIA DEPARTMENT OF EDUCATION  
2004-2005 FEDERAL PROGRAM MONITORING DOCUMENT  
Title III, Part A**

**Section E: Area #6  
Record Keeping**

<b>Requirement</b>	<b>Is there sufficient documentation that this requirement is being met?</b>	<b>Documentation</b>	<b>Actions taken (or to be taken) to fulfill requirements and/or improve in areas of concern (include timeline for completion.)</b>
(a) The division has submitted all required reports to the Virginia Department of Education.	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>• Title III application</li> <li>• Reimbursement requests</li> <li>• Carryover addendum</li> <li>• Amendments</li> <li>• Other files</li> </ul>	
(b) The LEA maintains appropriate Title III records in a central location. Central administration files should include correspondence, documentation for identifying LEP students, program placement decisions, parental involvement initiatives and other information related to implementation of the program.	? Yes ? No ? N/A	<ul style="list-style-type: none"> <li>• Title III application</li> <li>• School files</li> <li>• Central administration files</li> <li>• Finance records</li> <li>• Other files</li> </ul>	